

## Introduction

*How have Voyages Impacted San Francisco?*



Source: San Francisco Maritime National Historical Park, 3.03.G1.  
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## Cobbler

As San Francisco became a major world port the entire character of the community changed from the years before the gold rush. New communities were founded, businesses were started, and adventures were begun. To this day the cultural and physical features are still tied to the activities around the port. This lesson explores the changing face of San Francisco after the Gold Rush and introduces the types of people who developed the Bay Area.

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## Focus Question: How Have Voyages Impacted San Francisco?

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Source: San Francisco Maritime National Historical Park, 3.03.G2.

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## How Have Voyages Impacted San Francisco?

This is a picture of a ship chandlery. A chandlery is a store where ship owners can purchase goods such as rope, anchors, chain, cables, and small boats.

Imagine yourself as the owner of this store.

- What do you need to keep your business thriving?
- How would you get what you need to sell in your store from where it is made to San Francisco? (Note that during the 1850s most ship supplies were not made in California.)
- What other kinds of stores do think served this new maritime community?

## Setting the Stage: How Have Voyages Impacted San Francisco?

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### Voyages Built San Francisco

Water is a path not a barrier. San Francisco began as an isolated outpost of the expanding American nation. People could drive a wagon across the continent, but the only practical way to deliver supplies and the preferred way to travel was by ship. Until the coming of the railroad in 1869, California was supplied, and largely populated, by water. As America expanded into the Pacific San Francisco became the staging ground for an empire.

San Francisco began with the waterfront. The frenzied pier-building of the Gold Rush was followed by the filling-in of the coves out to deep water to make better facilities for shipping. San Francisco quickly built warehouses, ironworks, shipyards, and exchange houses. With no natural resources and limited fresh water, people settled on this windy peninsula only because of its value as a port. The waterfront molded the character of the city. The port was in constant contact with the peoples and the ideas of the wider world, and took in wave after wave of immigrants. San Francisco reflects the influence of thousands of voyages, in the contour of its shoreline and in the development of its institutions and neighborhoods.

San Francisco grew up as a transfer point between ocean ships and inland boats taking strength from every voyage.

#### Additional Resources

<http://ceres.ca.gov/ceres/calweb/geology/goldrush.html>

Link to the virtual museum of the City of San Francisco. Site includes a 1924 article about Chinese settlement in early San Francisco and an illustration of Chinese miners.

[http://www.chsa.org/events/chinatown\\_storiesoffaith.htm](http://www.chsa.org/events/chinatown_storiesoffaith.htm)

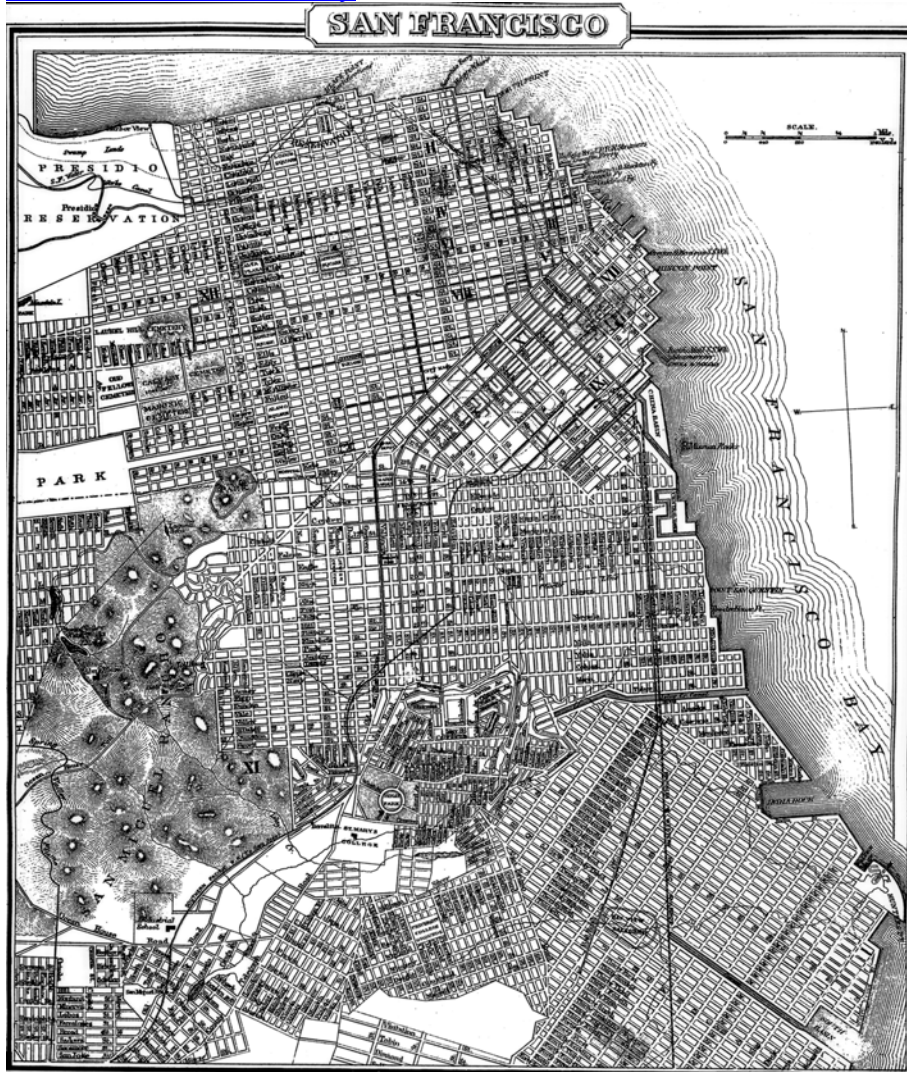
Chinese Historical Society of America

Site includes the description of *Chinatown*, by James Chuck; book describes the history of Chinatown in San Francisco.



## Map Challenges: How Have Voyages Impacted San Francisco?

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Source: San Francisco Maritime National Historical Park  
A10.30,185n Map showing waterfront of San Francisco,  
CA, 1873. WARNING: this may be protected by copyright law

This 1873 map shows how quickly San Francisco became a city.

- Look at how the waterfront surrounds San Francisco. Where do you think docks would be best located?
- Take an imaginary trip from the far north end of the city through to the south. Did you travel in a straight path? What path do you think the characters in the story took from the north to the south of the city when they were looking for treasure?
- Find a current map of San Francisco. How does map compare to how the city looks today? [Click here for current map.](#)

## Seaside Story: Treasure in the City

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### *The Cobbler's Son: Treasure in the City*

Kim is the son of a Chinese cobbler from San Francisco. His father, Lee, has a little stall down by the docks. He fixes the shoes and boots of people who work on the farms and ship docks, and in the gold mines.

Lee came to San Francisco from China during the Gold Rush to work in the gold fields. One day he came back to San Francisco to open his little cobbler stall near the docks. Kim and his two older sisters came from China to live with Lee in San Francisco. Lee learned to speak English by listening carefully to his customers. As Kim grew up, his father taught him the little amount of English he knew.



Source: San Francisco Maritime National Historical Park, 03.G4.2D.

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The customers who came to Lee's stall needed to have their boots and shoes repaired. Sometimes they would tell Kim interesting stories while they waited. The year is 1859, ten years after the beginning of the California Gold Rush.

One of the customers, Benjamin Threfall, was a grain farmer who lived inland near Walnut Creek. While he waited for his shoes to be repaired, he told Kim that he used mules to pull his plow. On the first day of plowing, it took one full day to get around his grain field just once. On the second day, he could get around twice and the third day, three times. Each day he could get around faster because he was getting closer to the center of this field. Benjamin's shoes wore out quickly because he walked behind the mules through the dirt clods.



Source: San Francisco Maritime National Historical Park, 03.06.G4.05.  
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Benjamin Threfall was the son of a sea captain. When he was a boy, he came to San Francisco onboard his father's ship. He and his mother lived in San Francisco at first, but they finally moved to Irvington to be with his father after their house was built. As he grew up, Benjamin was a wild young man who liked to ride his horse right into the saloons! He used his gun to shot the lights out of the chandeliers in the saloons. His father just replaced the broken chandeliers and hoped that Benjamin would grow up soon!

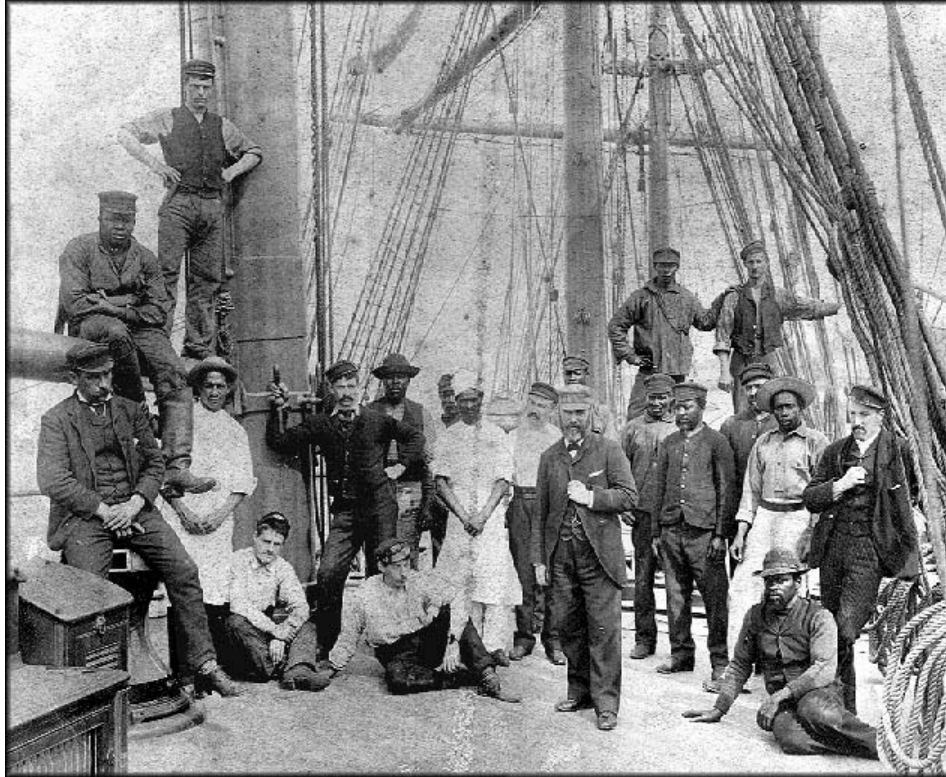
One day, Benjamin's father bought him a large farm in Walnut Creek. Benjamin became a grain farmer. He had a team of 20 mules to pull his grain harvester. It took one full workday to get around the field on the first

day of the harvest. On the second day of harvest, he could get around the field twice and on the third day, he could get around the field three times. Each day he could get around faster because he was getting closer to the center of his field. Benjamin's shoes were worn from walking behind the mules and kicking the dirt clods away from the grain. Benjamin needed shoes with thick leather soles so he could plow his fields.

Back in 1849, the gold miners ran to the hills so fast that they left their boats abandoned in the bay. Soon the bay was full of empty boats just floating, barely anchored. When they returned from the mountains, these gold miners told some wild tales. All of them needed to have their shoes repaired from so much walking on their journeys. Some of them had found a few gold nuggets, but very few people found enough gold to actually mine. The ones who struck gold usually stayed up in the hills looking for more. Kim loved to hear about their adventures.

The sea captains also went to Kim's father's stall to get their boots repaired when they sailed into the San Francisco harbor. The sea captains' boots were covered in salt from being soaked with seawater so many times with the waves that crashed over the ship's decks in the rough seas. Kim's father knew how to make the leather in those boots shine again. He put on new soles to replace the worn ones from the many days of pacing the ship's decks.





Source: San Francisco Maritime National Historical Park, K9.28,157.

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The most interesting customers where the dockworkers. They unloaded lots of cargo from different places around the world such as China. One dockworker, Bert, told Kim a story about some hidden cargo that was worth a fortune. Bert and his friends found this cargo on an abandoned ship and buried it in San Francisco. It happened that this dockworker had an extra pair of boots. He left the old pair with Kim's father to repair, but the dockworker never returned to pick them up.





Source: San Francisco Maritime National Historical Park, A12.153pl, Green St. Wharf 1894.  
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One day, after three years had passed, Kim was moving the shoes to the back storeroom and he reached inside one of the boots. To his great surprise there was a piece of paper way down in the toe. Kim carefully reached in and pulled out the paper. He found it, the treasure map! It showed where the cargo that Bert told him about was hidden. Kim showed the map to his father. Together they made a plan to find the treasure. It was buried on the far south side of the city.

Kim's father closed his little cobbler stand near the docks. They took the map, and started out across San Francisco from the docks on the north side where they lived to the south side. They were determined to find the priceless cargo, a buried treasure. They walked along the waterfront and past the many piers where ships docked to unload their cargo. Finally they found the place marked with a big X on the map.

Kim and his father decided to pitch their tent at that spot for the night and start to dig in the morning. They could hear all of the music and laughter from the saloons near them. They saw people walking all over the streets; some were weaving from drinking. They could hear a piano playing in the distance. Kim and his father walked very quietly and quickly so they would not be noticed.

After the tent was up Kim and his father started to crawl inside, when all of a sudden, they heard a man cry out. Kim's father shouted in broken English, "Who is there?" At the same time, Kim and his father jumped away from their tent and went around to the other side. All of a sudden Kim tripped over something in the dark. When his father came with the lantern, they found a man lying in the street with blood on his forehead. "Oh, father, what has happened to him?" "Kim, the people who did this to him were trying to shanghai him!" Let's drag him into our tent and out of harm's way for the night. So they did. This is how Kim and his father first met the strange man.

Kim asked his father what "shanghai" meant. His father explained that when ship captains needed men to work on their ships and could not get enough people to volunteer, they paid "crimps" to wait outside the saloons for people to come out. When a strong looking man came out, these "crimps" would knock him out and carry him to a ship. The next day when the man woke up, he would be on a ship under sail to China and would be forced to work as crewmen. Shanghai is a city in China and that is how the term, "shanghai," came about. Kim fell asleep happy they had saved the man from this fate.

In the morning, the man woke up in great pain and shouted. "Where am I? Who are you? How did I get here? Why did you hit me over the head? My head hurts! Can you even speak English?"

Kim's father replied in broken English, "Relax, you are safe now. We are still in San Francisco. You were hit over the head last night. Someone tried to shanghai you!"

"I knew that would happen eventually! Last night I got drunk. I like my whiskey, you know! I was going home to sleep it off when all of a sudden, I saw stars, and not the kind in the sky! All I remember was being hit in the back of the head."

"We found you and now you are here. The person who hit you was trying to take you aboard a ship for money. Thugs get paid by ship captains to bring in able-bodied men to work. If they had not been frightened off by us, you would have been on a ship and out to sea by now! Who knows where you would have ended up!"

The man said, “To think I spent the night in a tent with a Chinaman! Now that is a story to tell my friends back in New York. Seriously, I do thank you for saving me! What can I do to repay you? By the way, my name is Michael O’Malley. My family moved to New York from Ireland. That place was full of gangs and thieves. An awful place for sure. After I saved some money up, I came out here on a ship to make my fortune in gold!”

Kim and his father decided to trust this man. Besides they needed his muscle to help dig. Kim’s father said, “We are going to dig for a buried treasure, right here in San Francisco. You look like an honest man, even though you are Irish. Would you help us? We can give you some of what we find. We need the help.”

“That sounds like good! I certainly need the cash and really want to repay you for saving me. Let’s get started. I have a shovel and pick left over from the days I was looking for gold. Let’s get my equipment and dig! Maybe my fortune will come after all. The gold fields were really a bust. Very few people actually find any of that famous gold”

So off the three went. They started to dig and finally hit what felt like a wooden box. They dug all around it and sure enough it was a large cargo box. When they dug just a bit more, they found another one and yet another one. There were four large cargo boxes in all.

Michael was very strong, so he lifted the boxes, one by one, from the hole. They were so excited, this was the treasure! Quickly they opened the boxes and to their amazement found so much treasure! Jewels, silk cloth and dishes from China, glasses, tea sets, and much more. The next day they bought a mule and a cart to load the precious cargo. Then, they started back to the other side of San Francisco.

Kim’s uncle had left a small building vacant when he moved up to Locke, on the Sacramento River to work as a levee builder. They took all of the treasure to their cousin’s building and locked it up tight. Later, they worked hard on the little building and eventually turned it into a small store.



Source: San Francisco Maritime National Historical Park, P92-030.21PL. Tubbs Cordage Company workers. Warning: this material may be protected by copyright law.

Although Michael decided to work in a factory where they made rope, called a “cordage” factory, he decided to help Kim and his father. It was Michael, with his Irish accent, who went around to the saloons and houses to let people know about the little store with lots of beautiful merchandise right in San Francisco.

The place where the shop stood later became Chinatown. Kim, his father, and Michael all made money from selling the treasure out of their little shop. They struck it rich right in San Francisco. They never heard from the owner of the boots again. They think he might have been shanghaied!



Source: San Francisco Maritime National Historical Park.  
Warning: this material may be protected by copyright law.

- Why did people need Kim's father to fix their shoes?
- What types of jobs did people have during the post gold rush years in San Francisco?
- In this story, what does the term *shanghaied* mean?
- What did Kim find in the boot?
- Would you have gone to find the treasure?



## **Standards Based Activity: Storytelling Game; Story Maker**

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### **Activity Process and Outcome**

Students read the Cobbler story and research further information about the history of San Francisco and its service industries using material from the suggested web sites. Guided by teacher-directed questions, students brainstorm the following three elements from the Cobbler's story: settings, characters, events and dialogs. Students use these elements to create Story Maker Cards. Once the story maker cards are created, students play a storytelling game called "Story Maker." These story maker cards can be used to assemble a branching story.

"Story Maker" is a card game that encourages students to produce "branching stories" that have alternative settings, characters, dialogue, events, and endings. The game contains cards that are arranged into four groups: setting, characters, dialogue, and events. The student task is to draw a card from each group and use these cards to create a scene in an add-on story sequence.

### **Activity Objective**

Students will learn about the settings, characters and events that connect with the San Francisco merchant services.

### **Instruction**

1. Print and distribute the story, *The Cobbler: Treasure in the City*, for students to read.
2. Suggest the following web sites to read for further research on San Francisco history.  
<http://ceres.ca.gov/ceres/calweb/geology/goldrush.html>  
California's Natural Resources by California Environmental Resources Evaluation System  
The web site for the Museum of San Francisco. Includes information about the Chinese settlement in early San Francisco.

[http://www.chsa.org/events/chinatown\\_storiesoffaith.htm](http://www.chsa.org/events/chinatown_storiesoffaith.htm)

Chinese Historical Society of America

Site includes the description and order information for the book, *Chinatown* by James Chuck. The book describes the history of Chinatown in San Francisco.

3. Ask students to work in small groups. Print and copy the following three story maker worksheets and provide all three for each group: Characters, Settings and Events.

\* Alternate plan: Give each group to one type of worksheet. Ask groups to share their worksheets when complete.

4. Once the student groups complete their worksheets, they use them to create a series of story maker cards for each of the three story element categories: Characters, Settings, and Events.
5. Ask each group to make up a set of dialog cards that go with their story cards. (see sample dialogs in the Quick Assessment section.)

### **Quick Assessment**

Review the story maker cards for content. They should include specific details about the characters, settings and events mentioned in the story.

#### **Characters:**

Gold miner

Dock worker

Farmer

Sea Captain

#### **Settings:**

San Francisco docks

Cobbler's stall

San Francisco piers

Northern part of San Francisco

Southern part of San Francisco

Buried treasure site

Store of Kim's Uncle

*(Including the settings from where characters came.)*

Gold Fields in the California Foothills

Decks of the ships

## Farm in Walnut Creek

### **Events:**

Kim's father worked as a cobbler in his little stall.

The farmer from Walnut Creek came to the cobbler's stall.

The sea captains came to the cobbler's stall.

The gold miners came to the cobbler's stall.

The dockworker came to the cobbler's stall.

The dockworker told Kim about a buried treasure.

Kim found the treasure map in the toe of the dockworker's boot.

Kim and his father closed the cobbler's stall and went to look for the treasure.

Kim and his father help Michael O'Malley.

Michael helps Kim and his father dig up the treasure.

They move the treasure to Kim's Uncle's store.

Kim, his father, and Michael O'Malley work together to sell the treasure out of the little store.

### **Sample Dialogs**

"Where will we have our shoes repaired?"

"Where is the treasure?"

"Where can we find gold?"

"Where is the cobbler's stall?"

"What will we do with the treasure?"

**The Cobbler**  
**Character Questions Activity Sheet**

Place your answer in the boxes below the questions.

List the Characters in the story.

--

What did these characters do for a living?

--

Where were did the characters live?

--

**The Cobbler**  
**Event Questions Activity Sheet**

Place your answer in the boxes below the questions.

What happened first in the story?

What happened second in the story?

What happened next in the story?

What happened next in the story?

What happened at the end of the story?



## California State Content Standards for Public Schools

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The following standards correlate to this unit.

### Cobbler

#### HISTORY STANDARDS

##### *Historical and Social Sciences Analysis Skills Grades K-5*

##### *Chronological and Spatial Thinking Chronological and Spatial Thinking*

2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

##### *Research, Evidence, and Point of View Chronological and Spatial Thinking*

2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

#### *California: A Changing State Grade 4*

- 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.  
Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
- 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.  
4. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.

#### *United States History and Geography: Making a New Nation Grade 5*

##### *Grades 4 and 5*

#### **3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

#### Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
- 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- 3.4 Understand that *theme* refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
- 6. Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

#### Literary Criticism

- 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
- 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

### LANGUAGE ARTS STANDARDS

#### *Grades 4 and 5*

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